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SIX MAJOR PROBLEMS
OF TEACHING SPEECH IN HIGH SCHOOL

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A Paper Presented in Partial Fulfillment of the
Requirements for the Degree of Master of Science in Education
at Eastern Illinois State College

by

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Eastern Illinois State College

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TABLE OF CONTENTS

	PAGE
I. THE SELECTION OF PROBLEMS	1
II. THE PROBLEM OF RECOGNITION	2
History of Speech	3
Possible Solutions	12
III. THE PROBLEM OF FINANCE	23
Possible Solutions	25
IV. THE PROBLEM OF TIME	29
Possible Solutions	30
V. THE PROBLEM OF PERSONAL ADJUSTMENT	31
Possible Solutions	31
VI. THE PROBLEM OF FACILITIES	33
Possible Solutions	34
VII. THE PROBLEM OF DISCIPLINE	35
Possible Solutions	37
VIII. SUMMARY	40
BIBLIOGRAPHY	47

I. THE SELECTION OF PROBLEMS

Every high school teacher of speech faces problems which must be solved if success is to be assured. The nature of these problems and possible solutions have been studied by the writer, a high school teacher of speech, over a period of several years. To limit the scope of this paper, the number of problems introduced has been limited to the six which appear to be most frequent, most common, and most crucial, as follows: (1) status of speech recognition, (2) financial support, (3) time demands, (4) teacher adjustment, (5) teaching facilities, and (6) student discipline. The interdependence of certain problems will be recognized as they are analyzed.

The study has included information and opinions gathered in three years of teaching speech and several more years of association with speech teachers. Questions concerning the teaching of speech and its problems have been asked at teachers' conferences, at speech coaches' meetings, and at various tournaments throughout Illinois. The problems and possible solutions presented here have changed from time to time. Personal opinions have been combined with the opinions and suggestions of others. These, in turn, have been shown to still others with additional opinions added. All in all, these are not hasty conclusions, but opinions and conclusions of many teachers over a period of several years.

The first discovery in this study was that problems are a relative matter. What is a problem in one school, district, or section of a state is not a problem in another. This is especially true

with speech in high schools. In certain parts of the State, speech is just being introduced into curriculums, or is not yet being considered. This is true in many of the smaller schools, especially in the southern section of the State. There is, however, the other extreme in certain large schools in the northern part of the State where some schools even have their own radio stations.

It will be noted that whenever possible each problem is considered separately, with possible solutions for the individual problem considered at the time it is mentioned. Some problems are general in nature and include many schools, while others are specific and may refer to special problems in a few schools.

II. THE PROBLEM OF RECOGNITION

The most general problem the writer has discovered is that of recognition for the field of speech. Many parents are unaware that speech courses are available in high school. Another pertinent point is that many parents get speech confused with speech correction. Many teachers have been questioned by parents concerning help for their little boy or girl who does not talk quite like other children.

It is also true that many principals, superintendents, and board members are not familiar enough with speech and do not realize the importance of the need for speech both as a course and as an extra-curricular activity.

For many years speech has been considered an extra subject in many high schools -- a subject that can be worked into the student's schedule if he has the time for it. In many high schools, speech is considered as an extra-curricular subject only. An example pointing

out the extreme lack of familiarity with extra-curricular speech activities occurred in one small school in this section of the State. An English teacher, who also taught speech, asked his principal for funds to attend the district speech contest. The principal, who incidentally had been a basketball coach before he became principal, was astonished at the fact that there were tournaments and contests in speech. This is a specific instance, of course, but the problem is a real one.

Recognition of speech as a specific field and recognition of the subject matter taught is necessary before speech can take its permanent and proper place in all school curriculums. The problem is not universal, but it is widespread enough to force us to realize that speech does lack sufficient recognition. How long has it lacked recognition? Why does it lack recognition? When did speech first appear in high schools and colleges? When did teacher training first originate in the speech field? Has development of teacher training contributed to the recognition of speech? The answers to these and other questions might be found in a short, condensed version of the history of speech.

HISTORY OF SPEECH. Specific training in speech can be traced back to ancient Greece. We are, however, mainly interested in speech in America and, as far as possible, speech in Illinois. The State of Illinois presented a better than average picture of the development of speech in colleges and high schools, inasmuch as it was one of the foremost leaders in the progression of speech in the educational curriculum.

Speech as a definite department in college had its start around the first of the twentieth century. As a matter of fact "in 1900 there were no departments of 'speech.'"¹ There is a good reason why it was around this time that speech did appear in the form of a department. Elements of speech had been taught before this time, but this was the beginning of speech as a separate department, as shown below,

The departmentalization of American education proceeded rapidly between 1860 and 1900. During this period, autonomous organization of speech instruction was a possibility, and actually took place in some institutions. In general, however, speech instruction became the responsibility of departments of English language and literature. Later, after the turn of the century, separate departments of speech appeared in a majority of American institutions of high education, although the association with English persists to the present day in many institutions.²

For many years teachers have sought to separate speech from English. This separation has been demanded for two reasons: first, an over-load of work is placed on the person trying to teach both speech and English; second, placing the two departments together in high school and in college has retarded the recognition of speech as an important area. The first important public demand for the separation of speech and English came from the Public Speaking Conference of the New England and North Atlantic states on March 25, 1913, at which time the conference passed this resolution: "Resolved, That it is

¹Donald K. Smith, "Origin and Development of Departments of Speech," History of Speech Education in America (New York; Appleton-Century-Crofts, Inc., 1954), p. 447.

²Harold M. Jordan, "Rhetorical Education in American Colleges and Universities, 1850-1915" unpublished Ph.D. dissertation, Northwestern University, 1952, p. 104.

the sense of this conference that departments of Public Speaking in American colleges should be organized entirely separate from departments of English."³

To show how closely English and speech have been associated and for how long, a survey of calls for teachers received at Eastern Illinois State College from 1935 to 1939 reveals these points:

In five years, the Bureau of Teacher Placement received 416 Major calls for teachers of English: 112 of these calls involved the teaching of English only, 205 of these calls involved the teaching of English and one other field, 71 calls involved the teaching of English and two other fields, 23 . . . English and three other fields, and 5 . . . four other fields. Latin, history, speech, music, and French, in the order named, were the teaching fields most often combined with English.⁴

Not only were there no calls for teachers of speech alone within those five years, but what calls there were for speech comprised not only a second, but even a third, fourth, and fifth field. A breakdown of the calls⁵ follows:

English:		Speech
Single Field	112	
Two Fields	205	40
Three Fields	71	18
Four Fields	23	11
Five Fields	<u>5</u>	<u>3</u>
Total	416	72

This is only one report of one small college, but it gives a general picture of the speech situation at the time.

³Clarence E. Lyon, "The English-Public Speaking Situation," Quarterly Journal of Speech, I (April, 1915), p. 46.

⁴Harry L. Metter (ed.), Survey of Major Calls for Teachers, 1935 to 1939 (Incl.), (Illinois, Eastern Illinois State Teachers College, 1940)

⁵Ibid.

The training of speech teachers for high schools did not appear in most colleges until a few years after the turn of the century. The speech courses available were general and did not train persons for work in the speech field. When training courses did appear, they seemed to appear in general and in a relatively short period of time. "The appearance of courses for teachers appears to have been rather general in the decade 1910-1920."⁶ During these ten years several teachers were trained and went out into the field of speech. The next step, the training of graduate students, also developed with the departmentalization of speech.

Autonomy brought its own internal logic to the developments within the field of speech. It saw the rapid expansion of the curricular offering in speech, the development of new courses, the revival of neglected types of study, the expedient reaching out for all types of course work dealing with the act of speech. It saw the development of specialization within speech, the growth of graduate study, the appearance of division within division.⁷

Specialization and graduate study developed slowly. This is only logical, since several students must be trained before there would be a need or a demand for a graduate program. However, " . . . the real development of graduate study came after 1920."⁸

With the developments mentioned, the field of speech continued to grow. In 1944 the United States Office of Education used its own survey of speech departments to assure the education world that "the

⁶Smith, op cit., p. 466.

⁷Ibid., p. 467.

⁸Franklin H. Knower, "An Index to Graduate Work in the Field of Speech, 1902-1934," "Speech Magazine, II, (October, 1935), pp. 1-49.

expressive arts have gained full recognition in college programs of study."⁹ A little later, in 1948, "the American Council on Education began to use 'speech' as a category for classifying graduate degrees awarded in this country."¹⁰ So actually it was not until about the last eight or ten years that speech attained the position of honor that it deserved in most college curriculums.

To be more specific about speech development in the Midwest and especially in Illinois, the fact might be mentioned that another survey was made of several colleges in 1936 and it was found that "Michigan, Iowa, Wisconsin, Northwestern, Teachers College of Columbia, Cornell, and Southern California had given 92 per cent of the graduate degrees awarded in speech to that date."¹¹ Of the eight colleges granting this large majority of graduate degrees in speech, four were Midwestern colleges, and Illinois was well represented by Northwestern. Northwestern, incidentally, is still one of the leading colleges in the nation in respect to the speech fields.

The growth of speech in college can be traced directly to departmentalization, or autonomy, which took place between 1900 and 1920. True, speech training was offered in college, but how good was that training? A survey showed that several speech courses were offered, but little or no attention was given to the actual training of teach-

⁹U. S. Office of Education, Higher Education, Federal Security Agency (Washington, 1944), p. 30.

¹⁰American Colleges and Universities, ed. A. J. Braumbaugh, American Council on Education (Manasha, Wis., 1948), pp. 58-59.

¹¹Smith, op cit., p. 467.

ers to prepare them properly. In fact the survey pointed out that "369 of the 379 courses offered in 115 schools were open to freshmen without prerequisite."¹² This survey took place in 1922. A later survey in 1930 revealed that conditions had improved somewhat but were actually little changed.

To bring it to our own part of the country, the survey showed the typical situation as it was in Indiana and Illinois. The teacher of speech "had to be qualified as a teacher of English and have special preparation in the subject of speech to the extent of six semester hours of work."¹³ Not only is the problem of the English and speech combination brought up again, but it should be pointed out that as late as 1930, to speech teachers, additional training or "special preparation" was added over and above the qualifications for teaching English, to the extent of six semester hours.

The question now is, when did the development take place in our high schools? Naturally, since speech had such a late start in colleges it had a still later start in high schools. Just as it took a change in the college program to instigate speech, it took a similar change in the high school.

High schools at the turn of the century were restricted to the few who could afford to go to high school and not work. The high

¹²Lousene G. Rousseau, "Speech Education in Normal Schools, A Survey," Quarterly Journal of Speech Education, VIII (June, 1922), pp. 209-217.

¹³Clara E. Krefting, "The Status of Speech Training in the Secondary School of the Central States," Quarterly Journal of Speech, XXIII (Dec., 1937), pp. 595-596.

¹⁴Smith, op cit., p. 471.

school of that time was "an institution which served the college-bound few."¹⁴ It was during this period that high schools developed into "a center of education . . . training almost every youngster in almost every township of the United States."¹⁵ As more people went to high schools, more courses were offered. Speech, or a form thereof, became one of the courses. Speech, at first, was almost as restricted as were the high schools. During the early years of the century speech was "largely restricted to the superior student."¹⁶

In a survey during 1922, it was found that a few accredited schools in this section of the country who were members of the North Central Association, an association to which most schools belonged, offered speech courses to some degree. "Fifteen per cent of the 1032 schools in the North Central Association granted one-half unit for speech and only 11 per cent a full unit."¹⁷ By 1932, speech courses were being offered in some of the high schools of at least "thirty-three of the forty-eight states."¹⁸

In Illinois, it was as late as 1936 that speech began to be recognized to some extent. "The Illinois School Directory for 1936-1937 reveals 303 high schools with teachers of speech. Of this number 53 are classified in speech, 90 in public speaking, 140 in dramatics and

¹⁴Smith, op cit., p. 471.

¹⁵Ibid.

¹⁶Ibid.

¹⁷Robert E. Williams, "A Survey of Speech Training in High Schools of the United States With Recommendations for its Improvement," Quarterly Journal of Speech Education, VIII (June, 1922), pp. 224-255.

¹⁸Smith, op cit., p. 476.

20 in debate"¹⁹ The number of speech courses in high school continued to grow, and "by 1938 . . . it had become at least a small part of almost every school in almost every state."²⁰ It should be remembered that even though speech was found in many schools, it was still largely in the form of debate and was mainly extra-curricular.

In the comparatively recent past, various high schools in the surrounding area have broadened their curriculum to include speech activities. Effingham High School, for instance, recently added debate, and in 1956 made a fine showing in the state speech contest with their first place winner in Radio Speaking. Other effective evidence of speech activities progress came from Cumberland High School which was awarded a third place speech award in the district contest and produced a first place winner in Original Monologue at the state finals.

Other schools in this area such as Paris, Bloomington, Champaign, Urbana, Charleston, and Mattoon have continually made fine displays of increased speech activities and have produced many sweepstake winners, fine debate teams, outstanding dramatic presentations, and individual finalists in speech contests throughout the state. Incidentally, the coaches of most of the above mentioned schools are Eastern Illinois State College graduates.

Today, speech is gaining some recognition as a field of study; however, it must be remembered that the cited high school represent

¹⁹Krefting, op cit., pp. 594-602.

²⁰Smith, op cit., p. 471.

particularly outstanding groups and contribute the major portion of speech activity in this area of the state. The schools in which we are primarily interested are not these, but those which completely lack speech activities of any kind, or which have an insufficient amount of time and effort devoted to speech programs.

More colleges are granting degrees in speech and more high schools are calling for speech majors and minors. Seemingly, there exists the possibility that the supply of college graduates would fulfill the high school demand for speech teachers. But such is not the case, for not all of these people who are being trained in speech are going on to teach speech. Also, it must be considered that of those being trained in speech, many are majoring in speech correction. A report of teacher placement from Eastern Illinois State College showed that of the 1955 graduating class of 214, 62.6 per cent went into teaching. Of the 214 graduating, only 12 were graduated in the fields of speech and speech correction. Of these 12 persons, five, all women, went into teaching. Two are high school speech teachers; two are in units as speech correctionists; and one is a speech correctionist in a grade school. Of the other seven, two are doing graduate work, three are in other work, and two are in military service.²¹

Within the same report it is found that there were 28 vacancies reported to the bureau. Of these, 18 were for speech only and 10 were for speech and another subject. The big call was for speech

²¹Report of Bureau of Teacher Placement -- 1955, Wm. H. Zeigel, Director, Eastern Illinois State College, Charleston, Ill., p. 6.

correctionists. There were 101 calls for people in this branch of speech. Does this mean there is a shortage of speech teachers? There is no shortage in general speech; of all the vacancies reported to the Bureau of Teacher Placement of one teachers' college, only 28 were in speech, exclusive of speech correction. These 28 vacancies were vacancies reported from all over the United States and probably reported to many colleges. No, there is no shortage of speech teachers, but a shortage of positions for teachers who want to teach speech alone.²²

To summarize briefly, it is found that speech as a department in college and as a subject to be taught separate from English in high school, is a relatively new field in American education. From 1900 to the present, speech has made great advancements. It is recognized in most colleges, and many persons are being prepared to teach speech in teachers' colleges. However, there are relatively few high schools offering speech apart from English and extra-curricular activities.

The shortage of teaching positions in speech can not be blamed on the fact that speech is somewhat new. The main reason is that speech is not recognized as an important part of the high school program.

The problem then, specifically, is that too many persons do not know of the opportunities in the field of speech and the contents of speech courses. If they were to know, speech would be offered in

²²Zeigel, op cit., p. 32.

more schools, with more time allowed for courses in schools already having speech.

Possible Solutions. When something is little known and not too popular, the first remedy might be to advertise and to popularize. This procedure is a little hard to recommend inasmuch as a good teacher seldom tries to sell a course in school, but lets the course sell itself.

There are some schools, usually small ones, where speech never becomes popular and where speech either dies out altogether or else the speech teachers change frequently. This factor is usually not due to the administration, but to the teachers themselves. In other words, the teacher of speech is either not qualified or not prepared. The only solution for this is better instruction and stricter standards. Too many times it has been said that since jobs where speech can be taught alone are so hard to find, why train especially well in speech when a minor will do just as well. Too many people with minors in speech are teaching major classes in speech.

One of the main faults of the beginner's education is that the practice-teacher, or student-teacher, situation is not a real one. This is not only true of speech but of any subject. This has been brought up at every critic-supervisor meeting the writer has attended and is often heard from the first-year teacher. The student teacher does not get the experience he needs while in college. He does not know of the heavy work expected of him at the first of the year: the registration, seating charts, introductions, meetings, exact lesson preparation, and many other requirements for the first few days of

the school year. Some schools get around this by giving the new teachers an introductory session of a week or so before school actually starts. Others prepare extensive brochures that many times confuse the new teacher more than they help. One teacher in the northern part of the state found on her desk "a book of rules . . . (a) thick volume . . . designed to guide the conduct of the teacher."²³ Good or bad, many schools do nothing in teacher orientation, and the new teacher finds himself in a completely new and unfamiliar situation.

A student teacher does not know about all of the extra work that a regular teacher, especially of speech must do; for example, the hours after school spent working with individual students who are practising for various speech or contest events.²⁴ A truer teaching situation presented to the student teacher would help the

²³Bettie E. Michelson, "Vandalism in Our Schools," Illinois Education (Illinois Education Association, April, 1956), Vol. 44, No. 8, p. 295.

²⁴For instance, in addition to teaching five regular classes during the school day from 8:00 A. M. to 3:00 P. M., a typical week during contest period is exemplified in the following:

Days	Time		
	3:00 - 5:00	6:30 - 7:00	7:00 - 9:30
Monday	Individual practice for contest	Thespian meeting	Dramatics (rehearsal of contest play)
Tuesday	same		same
Wednesday	same		same
Thursday	same	Forensic meeting	same
Friday	same		same

Many times, preceding contest events, the teacher is kept busy with Saturday and Sunday rehearsals of the play and individual coaching.

field in the long run. It might, however, cut down the number of candidates. Many critic teachers have suggested that student teachers take a methods course before or during the time they are practice teaching. If this can not be worked into their regular schedule, it might be an extra two-hour class, held once a week, possibly at night. The ideal situation would be to require the methods class during the quarter or semester immediately preceding the practice teaching period. This of course would include the many details every teacher in an actual teaching situation must handle. Lesson planning, and so forth, would come during the practice teaching; all other details would be found in the methods course. This point is emphasized because the practice teacher of today is the speech teacher of tomorrow.

The writer has interviewed several practice teachers to get their viewpoints of the situation. In many cases, they believe that they are not kept busy with important things, but with too many little ones, such as cleaning the blackboards, watering the plants, taking roll, or in other words, doing the incidental jobs that anyone can do, including the high school pupils. Student teachers need to teach more in order to get the actual teaching situation experience. Several situations are known where practice teachers teach only four or five days during a whole quarter. It has sometimes been the case that the critic teacher had too many practice teachers, so that no student had an opportunity to teach more than a week. In just this way was the writer initiated as a supervisor of student teachers -- that is, by being given five student teachers during a one quarter period which was also his first actual teaching experience. Because

of experiences such as this in the past, these cases are becoming less frequent, and the writer in three years experience, has observed the reduction in number of student teachers to two and not more than three per quarter in most situations.

Other practice teachers think that they are overworked, and in some cases this is very true. One critic teacher was known to hand the student teacher the grade book at the first of the quarter and tell him the class was his. This teacher represented the extreme, and incidentally, was not a speech critic. However, many speech critics are known who actually do little more than this.

The colleges are doing several things to alleviate the situation. They, too, are preparing brochures, but brochures that are easy to understand and fully explained. In meetings of the supervisors, critic teachers, and student teachers, the brochures are perused in detail. In this manner everyone is supposed to know exactly what is expected of him. Because of schedules, many teachers can not attend these meetings, while others have no desire to attend. Other meetings include just the off-campus supervisors and the practice teachers under their supervision. This is a rather informal session in which everyone hears the troubles of all the rest. In this way many situations are covered at one time and all learn from the experiences of the others. Meetings, however, do not take the place of teaching experience.

Another complaint of some practice teachers is that critic teachers insist on lesson plans and then teach themselves without the use of any sort of plan. The writer does not mean to imply that this is

bad, because anyone who has taught a subject a number of years becomes well acquainted with the subject matter and does not necessarily need a written plan, but this departure should at least be explained to the practice teacher. In other words, more time should be spent in telling the practice teacher why rather than what and how.

In many cases, the critic teachers in speech should be better screened. It has been the complaint of some practice teachers that the critic was a poor example of a teacher. This is caused in several cases by the lack of properly trained personnel. When properly trained critic teachers can not be found, those who are available must be used. Many colleges call for all critic teachers to have either their master's degree or a certain number of hours credit toward the degree, plus a minimum number of years of experience. Many times critic teachers lack these prerequisites because (1) in many areas there is a shortage of teachers teaching enough speech to accommodate all the practice teachers; and (2) many of the critics available do not wish to be bothered with practice teachers because their compensation is often considered too small to pay for the trouble.

The above mentioned screening problem is directly related to the complaint that the standards required for speech teachers are either too low or non-existent. Some teachers in the field of speech have speech problems of their own. Surely a speech teacher should have some talent in his own field. It is seldom that a school of any size would hire a football or basketball coach who had not made the team in college. It is very probable that this idea should apply also to speech teachers. Anyone going into the field of speech " . . . should

strive to become an able performer. Administrators will not hire you unless they are sure you will serve as something of a model for your students. Participation in extra-curricular activities will help you here."²⁵

The speech teacher must be prepared sufficiently to teach properly. He should "know" the subjects he has chosen to teach; that is, if he is teaching speech in high school, it is up to him as a teacher to be sure he knows all he can about the subject. Speech teachers should also have a broad educational background. They should be well educated in several fields; thoroughly prepared both generally and within the field of speech. The following excerpt might well advise the speech student:

You cannot properly evaluate speeches, debates, and discussions unless your knowledge is broad and varied. You cannot deal adequately with oral interpretation and dramatic art unless you are widely read in literature, history, music, and a host of other fields. It is a basic truth that 'you can't speak speech.' What you speak is the knowledge and experience of mankind.²⁶

This writer has been sent practice teachers who still use double negatives and other grammatical errors, and who stand at the board and misspell simple four and five letter words. People who do not have some talent, who have defects, or who are not good models should be weeded out of the field, or at least discouraged and directed into some other occupation. "In spite of the shortage of teachers, I would

²⁵Orville A. Hitchcock, "How to Get a Job as a Teacher of Speech," The Speech Teacher, Vol. IV, No. 4 (November, 1955), p. 226.

²⁶Ibid.

suggest that there are too many people in our profession who do not belong there. We need teachers, but these teachers should be fully prepared and properly motivated. A bad teacher is worse than no teacher at all."²⁷ Being fully prepared and properly motivated is important.

Our children, our schools, and our national safety depend on the quality of our teachers. As the recent White House Conference stated: 'A good teacher is one with a broad educational background, good professional training, good moral character, good physical and mental health, an active interest in children and youth, a desire for self improvement, the ability to work with others, and a pride in teaching.'²⁸

This is, of course, asking a great deal, but these factors must all be considered when teaching young people and when training practice teachers. "In recent years colleges have begun to appreciate their responsibilities in the line of guidance. Not only must qualified young people be interested in becoming teachers, but the misfits must be steered away."²⁹

The best time to eliminate the "misfits" would be during the practice teaching period, if it cannot be done before.

The teacher of public speaking . . . is in a peculiarly fine position to size up the student in the qualities desired. What I am urging is a more drastic discouragement, or even rejection, of those who lack them We cannot dodge our responsibility by saying, 'My job is to train students, not to select them.' If we do not select them, no one else will. We are the persons

²⁷Hitchcock, op cit., p. 226.

²⁸Katherine Stapp, "What Makes a Good Teacher?" Illinois Education, Vol. 44, No. 8 (April, 1956), p. 308.

²⁹Ibid.

standing at the gates of the profession Many persons get in by going around the gates; but that does not excuse any laxity in our guardianship of the portal³⁰

On the other hand, if a teacher is well prepared to teach one, two, or even three subjects, he should not be forced to teach still another that he is not sufficiently prepared to teach. A poor job of teaching is perhaps worse than a waste of time, and even though it may seem to solve the immediate problem, many long-range problems will probably arise as a result of this inferior teaching.

It will be many years before we have all the qualified young teachers we need. "As long as industry, business, and other professions are able to outbid boards of education, the schools and the communities are limited in their ability to fill vacancies with potentially excellent teachers. Even worse, they are not able to hold in the profession many of their most able and successful members."³¹ Until some solution is found for the financial deficiency faced by most school boards, there will always be the problem of inferior teaching.

Daily preparedness is just as important as previous training. The teacher should be well prepared in advance to teach every class that is his responsibility. He should have all the material needed to teach each class and should be familiar with it. There is not an excuse in the world for a teacher's coming to class only half-versed in what he is going to teach that day. It is a "cardinal sin" for a

³⁰Robert West, "The Prospect for Speech Education," The Quarterly Journal of Speech, XXX (April, 1944), p. 146.

³¹Stapp, op. cit., p. 309.

teacher to try to "ad-lib" his way through a class. He should have more respect for his students. It is this type of teacher, as well as the teacher who is not qualified, who should be directed into some other type of work. In short, the best way to promote increased recognition for speech is to improve the teaching force.

Another possible solution to the problem of speech recognition is that of active participation in extra-class activities. Through this widely used educational device, the results of speech actually have an opportunity to speak for themselves. Many teachers of speech have made their courses better known by taking advantage of every chance to give their students experiences before audiences, who thus have an opportunity of seeing what well-trained youngsters can do.

If speech students can speak at assemblies, P. T. A.'s, service clubs, and other meetings, or if they can provide entertainment when needed, such as after-dinner speeches or readings, the chance is much greater that more people will know that speech is available in high schools. It would be even better if the person were introduced as a speech student. This technique has brought desired results in several cases. Many principals now depend upon the speech teacher when an occasion arises for speaking, entertainment, or commemorations demanding people trained in speech. The fact is usually obvious that those persons well trained in speech are more at ease than the average student, and a wise principal soon learns to take advantage of this fact. Naturally, this means extra work for the teacher, but work that is usually enjoyed and appreciated in the long run.

Whenever possible the extra-class activities should be extended

to include an interscholastic program. In other words, extra-mural activities should be encouraged in speech in addition to intramural events in order to increase the range of student learning experiences and to add incentive for improvement. This suggestion is directly related to the problem of finance and will be discussed later. It should be mentioned here, however, that all victories and awards from speech contests should be mentioned to the newspapers, to radio stations, and most of all, to the school paper if there is one. Both the newspapers and radio stations are usually happy to cooperate, and many times they feature these news items.

If possible, a national organization of some sort, such as the National Forensic League for speech contests, and the National Thespian Society for dramatics, should be joined. This is also tied in with the budget, but the overall cost for joining these two organizations is actually very low, and lower still when compared with the benefits derived by the students, the fields of speech and dramatics, and the school itself. A speech student wearing a forensic key of achievement, or similar emblem of merit, is good publicity. The more formal the meetings and especially the initiation, the greater the desire to belong. If possible, a once-a-year award should be given to the outstanding student in the organizations.

None of these suggestions for solving the problem of recognition of speech will be of any avail if the teacher is incompetent. The teacher's work cannot rise above the teacher himself. In the last analysis, student improvement is the criterion by which the value of

a speech program is measured, and the recognition of the importance of speech training will tend to be commensurate with the degree to which students attain worthy self-expression.

III. THE PROBLEM OF FINANCE

The problem of finance is prevalent in most schools. Finances have a large and varied range when interscholastic activities are considered. There is the little school where maybe \$10 or \$15 a year is spent on readings and entry fees. Again, as much as \$80,000 was spent in one year in one school. This school has its own radio station with four to six hours a day of actual broadcasting which is not piped through some other station but is handled through the school's own transmitter and studios. This same school is presently spending from \$10,000 to \$40,000 a year for upkeep and program expense.

After conferring with several Illinois speech teachers, the writer estimates the average amount allowed for speech activities to be around \$300. Included in this average is the small school with little or no finances and also the large school with the \$80,000. This is not really a significant average, since there are many schools with no money for speech work: yet a few larger schools in the northern section of the state, to whom money is practically no object, bring the average up considerably. The average school of 1000 to 1500 students would be satisfied with \$300 a year for speech activities. In many schools of this size, activities must be carried on with a much smaller budget. The \$300 may sound like a sufficient amount of

money until one figures all the expenses. The amount paid for mileage in most Illinois schools is 7¢ for the first ten miles and 5¢ for each mile over ten. A 100-mile trip would cost the school \$5.20 per car. The average speech or debate trip in high school is about 50 miles one way. The use of at least two cars, with at least six trips a year, would give a total of \$62.40 in mileage, which is a conservative estimate. These figures are for the average high school of 1000 to 1500 students that has speech activities. Buses are seldom, if ever, used because of their lack of speed, high cost, and the long hours involved. If debate is an active project, \$50 to \$100 is used for manuals, textbooks, and materials. Entry fees add a large sum. The average entry fee is \$10 for each debate. The fee for individual entries in the district, sectional, and state tournaments is \$2 per individual. Fees of other contests vary from no fee to \$5 per entry. The average school also pays for the lunch of each participant during the contest days. Many schools allow their students to stay overnight if the contest is some distance away or if the contest is highly competitive. This is quite a sum when all added together, coming very close to the \$300 average. Some schools spend well over this amount every year while others have no need for the greater part of it. However, the writer has spoken to many speech teachers and has never spoken to one who has had any trouble using all he was allowed, and could not have used much more if it were available. Thus, it can be concluded that speech activities are varied and extended only as far as the amount of money allowed will permit. The subject of finances is a real and important one and is a problem that should be considered by every speech teacher.

Possible Solutions. When the school board allows only a certain amount for one activity, and that amount is seldom, if ever, changed, unless it is made smaller because of a pinched budget, there are, it would seem, only two possible solutions.

One solution for the problem of lack of finances would be the idea of raising money another way. This can be, and is done today in many schools. Such methods as sponsoring dances, cake and candy sales, entertainments, and various other functions are used to raise money. Of course, with all of these devices, one runs into another problem, that of conflicting with other groups. The band is usually trying to raise money for new uniforms or to go to contests themselves. The school paper or year book needs money for publication and may also use these methods, and on and on.

Some schools have hit upon an ideal plan that provides every group with some money, or at least with a way to make money. The school carnival is becoming more and more popular. With this method every group, class, or body can have a booth, entertainment, gifts, auctions, or other means of making money. Almost everyone likes to see a good variety show or some other form of diversified entertainment. The school carnival affords a good chance for the speech students to use their talents.

Sponsoring a record dance, or even a dance with live music is a good way to raise funds. However, there are just so many week-ends, and the number of Fridays and Saturdays after football or basketball games is especially limited. The waiting list is usually longer than the number of dates available. In some schools the calendar has

become so crowded that the principal allows only those groups most needing money to sponsor dances; or else he picks those groups first, and if there are any dates left, draws for the remaining ones.

Many times there are other opportunities for an active group to make money. A booth at a football or basketball game is a good project. Selling candy, peanuts, popcorn, and soda will make money, but, of course, the problem of competition with other deserving groups is ever prevalent.

One sure way to make money is to have a night's performance just by the speech department. Many schools apply this method using various names: stunt night, play night, variety show. By charging a nominal amount for tickets, a good sum of money is usually assured since there is little or no expenditure. If the entertainment can be written by the speech department so much the better.

As a last resort, some speech teachers ask the students themselves to help pay part or all of the expenses, and some teachers even dip into their own pockets to be able to take a limited number of students to some contest. Many teachers take their own cars to such functions and never ask for gasoline money.

The financial problem is one which doubtless will always remain. Even the school whose budget includes the large amount mentioned for speech activities complains because of lack of money to do even more.

Another aspect of the problem of finance is the teacher's lack of income. To many classroom teachers, terms of salary are basically undefined unless accompanied by some measure of teaching load. It might be interesting to see how Illinois ranks with other neighboring

states in terms of teaching load and income brackets. The following table is compiled from the public elementary and secondary schools and is taken from the Statistical Abstract of the United States, 1955.³²

Numbers and Salaries of Teacher and Enrollment, 1952:

Division	Numbers of Teachers	Numbers of Students	Average Salaries
East North Central	181,566	4,932,032	\$
Ohio	46,484	1,303,326	3,537
Indiana	24,092	749,558	3,865
Illinois	48,621	1,223,673	3,903
Michigan	40,460	1,135,237	3,862
Wisconsin	21,908	520,238	3,590

Therefore, it is clear that Illinois public school teachers teach fewer students for more money than do teachers in Ohio. As a matter of fact, Ohio has more public school teachers than the other states with the exception of Illinois, but also has more students than any of the states mentioned, and pays far less than the other states without exception. So by comparison with our neighboring states, it is found that Illinois ranks high in public school pay and relatively low in teacher load.

Income is a problem concerning not just the teacher of speech but all teachers. As mentioned earlier, we are losing our best people to industry because of better paying jobs. Although the salary situation is not unique to teachers of speech as contrasted to teachers of other

³²United States Department of Commerce, Statistical Abstract of the United States, 1955. Washington: Government Printing Office, 1955, p. 128.

subjects, it nevertheless cannot be overlooked as a cause of making the teaching of speech unattractive to potentially the most capable speech teachers.

Over a period of years, the average teaching salary can be seen to be progressively nearing the average income.³³ In Illinois, in 1955 can be observed the progress of proportionally greater increase in beginning teaching salaries compared to the average income of the United States. The latter income for 1955 was \$5,520,³⁴ whereas the average beginning teaching salary was \$3,467.³⁵

The foregoing table and figures illustrate two main points: (1) Illinois' public school teachers have the best salary situations in this area and (2) are fairly close to the average national income. These

³³The table of Individual Income Tax Returns for 1952 taken from the same Statistical Abstract (*Ibid.*, p. 366) reveals these facts:

Division	Number of Returns	Adjusted Gross Income	Average Income
East North Central	12,315	48,534
Ohio	3,208	12,580	3,921
Indiana	1,521	5,542	3,643
Illinois	3,711	15,291	4,389
Michigan	2,555	10,415	4,079
Wisconsin	1,320	4,706	3,557

Illinois with the largest gross income also has the largest average income, \$4,389. This is compared with the average teaching salary in Illinois during the same year, \$3,903.

³⁴Associated Press dispatch, The Decatur Review (Illinois), June 24, 1956.

³⁵Figures compiled by William H. Zeigel, Bureau of Teacher Placement, Eastern Illinois State College, Charleston, Illinois.

two factors should mean that Illinois has the best teachers and the best educational situations in this area. If this is true, then the speech situations in most other states are very bad.

IV. THE PROBLEM OF TIME

The problem of time confronts most teachers of speech. There hardly seems to be time enough to teach classes, to work with individual students, to direct extra-class activities, to raise money, and to accompany contestants out of town, just to mention the major duties.

Not only do speech teachers need the same amount of time as do other teachers to prepare lesson plans, to give and grade tests, to lecture, to examine, to evaluate outlines and other class work, but additional time is needed for practice work in individual speeches, debates, and dramatics. These three activities, along with various organizations that the speech teacher may, and should, sponsor, take many after-school hours. Then, there are the Fridays and Saturdays used for contests, both speech and debate. During the period from November to March, there are very few week ends an active speech teacher can call his own. It is very seldom that he gets extra pay for these extra hours. It is also true that in a small school (it would probably be more accurate to say in the average school) the English teacher with a speech major or minor often does the speech work. (As a matter of fact, four of the eleven schools entered in one Illinois district speech contest, had no speech teachers. All contest work, in over one-third of the schools, was done by English teachers, as extra-curricular activities, with no extra pay.) With themes, papers, and outlines, there is no busier person than the English teacher, unless

it is the full-time speech teacher. The predicament of being both English and speech teacher often calls for more work, time, and endurance than seems humanly possible.

Possible Solutions. Until each school becomes cognizant of the demands made on the speech teacher's time, the teacher himself should do his best to cope successfully with the problem. If possible, the first thing a new teacher should do is to allot his time to achieve all that must be done and to see that he is not overloaded. If a teacher tries to do too much, time is going to be taken away from something that needs all the time allotted to it. Time will be taken from one thing and given to another when both need the full time. A teacher should see before he accepts a job whether or not he is expected to carry too heavy a burden. He should know ahead of time what extra-curricular activities he is going to supervise, how many plays he is going to direct a year (if he is expected to direct plays); in other words, just what is expected of him. It is his responsibility to see that he is not overloaded; no one else is likely to look out for him. This is referring to the teaching job itself.

After a teacher has his time allotted and knows where he stands, he can begin to look around, and if he has extra time, join outside organizations or do civic work. In many areas, teachers are expected to belong to certain clubs, organizations, and to go to certain meetings. Here again, teachers must be careful not to overload themselves and to allot their time wisely. All teachers are expected to give a certain amount of their out-of-class time to school activities: teachers' meetings, P. T. A. meetings, football and basketball games,

dances, and so forth. Actually a teacher of any subject has few hours he can call his own.

V. THE PROBLEM OF PERSONAL ADJUSTMENT

The problem of personal adjustment to other people at school and in the community is often a delicate matter. Nevertheless, the teacher must be able to get along with students, fellow teachers, administrators, board members, the public, and the press. The problem of interpersonal relations is as complex as human nature itself, and involves teacher attitudes in relation to community expectations. Being a good teacher in the classroom is not enough.

It is probably true that if two persons have the same traits of mind, character, and personality, the one who would perfect the most techniques associated with the activities of teaching would become the better teacher. But a mere technician, however skillful, could not become a superior teacher if he lacked the personal traits which give life to teaching. Consequently it is important that the prospective teacher understand clearly not only the activities which will be expected of him but also the personal traits which are considered essential to successful teaching.³⁶

The Solution. The basis for successful personal adjustment to other people is respect for them. The teacher should think the best of everybody with whom he comes in contact, wish the best for everyone, and show his good will in his attitude.

The incoming teacher should adjust to the community which its citizens have created, or else quietly make plans to get out at the end of the year. As long as a teacher remains in a community, he should comply with its customs insofar as possible. If the town seems back-

³⁶J. G. Umstattd, Secondary School Teaching (Boston: Ginn and Company, 1944), p. 7.

ward or does not meet the teacher's expectations, he must be very careful not to say anything, even jestingly, if he can be overheard by a student or citizen. Resentment is a hard thing to overcome in a small town. In this respect, the teacher is more of a student than he is a teacher.

The teacher must be able to work well with his fellow faculty members. One of the worst things that can happen to a school is to have dissension among the teachers, school board, or administrators. Teachers who have been in a system for many years are often jealous of any success a new teacher may have. New teachers must be more than willing to cooperate in every way with other teachers who have been in the system longer. They should even go out of their way to the point of humiliating themselves at times, and above all remain modest, respectful, and more or less silent, during the first year or so. Most new teachers should keep their opinions to themselves.

Also, a teacher can fool very few pupils. They know what is going on, and they are going to take advantage of it. The teacher should be extremely careful to treat all students alike; he should have little partiality for any student and should be careful to make no direct enemies. The teacher should be a sort of over-all father, (if he is a male teacher) advisor, and counselor to all of his students.

Last, but certainly not least in importance, is the teacher's contacts with the parents and with the other townspeople. A teacher should come in contact with all of the parents sooner or later. A parent-teacher situation creates a time when a teacher should listen.

As to the other townspeople, a teacher is usually respected by most people in town. It is his responsibility to see that he does nothing, says nothing, and lets nothing be suspected of him that would bring disrespect either upon him as a teacher, or on the teaching profession as a whole. Even one wrong step can never be completely erased, but will follow the teacher as long as he remains in the profession. It sometimes appears that no one notices all the good that teachers do, but, so often, everyone knows and remembers the little bad that anyone may do.

The teaching field is looked upon with respect and a little awe. Teachers should feel honored to be allowed to teach. It is up to each teacher to uphold the ideas and ideals of the profession, for a group is made up of individuals and each is directly responsible for what people think about everyone else.

VI. THE PROBLEM OF FACILITIES

The problem of facilities for teaching speech usually involves textbooks, furniture, and equipment.

The textbook part of the problem may be taken out of the teacher's hands by administrators who insist on choosing texts. A new teacher may also inherit texts from past regimes. In many schools, books that are over ten years old are discarded and new ones ordered. Here there would be no serious problem as long as the teacher has sufficient knowledge to evaluate speech texts and has a hand in ordering the type of books needed.

A speech teacher may look to the Illinois Speech Association or to the Speech Association of America for guidance. Both organizations

publish unbiased opinions on most of the published textbooks. Since no two teachers should necessarily teach alike, a teacher should find a textbook that is best adapted to his way of teaching.

A good teacher of speech is concerned about the suitability of classroom furniture for student comfort, convenience, and learning experiences. Sometimes there is not enough furniture. Occasionally it is not even safe. If there is a crippling inadequacy, the teacher is naturally inclined to do his best for improvement.

Equipment is an important factor in speech teaching. Equipment includes such items as lights, properties, make-up, and costumes for stage work; time cards, stop watches, and periodicals for student debates; and tape recorders, microphones, and phonographs for general speech training. The enumeration of a few such items to some speech teachers would come as a message out of Utopia, for many of them are now obliged to teach with little or no equipment.

Possible Solutions. Like most other problems, this one concerns money. The school with money available may have good equipment; the school with no money will not have the equipment, and very little can be done to get it. Just saying the teacher should do his utmost to better his surroundings does not solve the problem or problems, but in fact may bring up new problems. Lack of, or insufficient equipment, is a recognized problem. In a survey of beginning teachers this problem ranked fifth. Twenty per cent stated that one of their main problems was equipment.³⁷ How does the teacher go about getting the things

³⁷Upstattd, op. cit., p. 5.

he needs?

The teacher should explain the situation to the principal or the superintendent -- point out what is needed and why. However, there is something that should be remembered. A teacher should never go over the head of his direct superior. If the teacher wants to take his problem to the school board, he should secure permission. If the teacher does go over his superior's head, a few new problems may arise that will concern the teacher in a different way -- problems not to be delved into at this time. It should be remembered that in many places the local school board, the superintendent, and the principal encourage discussion and will be glad to hear problems aired as long as they are well grounded. In other cases there is little the teacher can do without seeming obnoxious, but one tactful little voice heard often enough can soon sound like a big voice.

It is the duty of the teacher to better his teaching conditions in every way he knows. If he can not get the school to buy the new equipment, he should try to get along as well as he can with what he has. A good teacher may buy one copy of a textbook from his own pocket and either use it to teach from or have it available as a reference copy. Many teachers own their own tape recorders. Some furniture can be rebuilt or refinished. A teacher should try in every way he can to help himself to teach better -- in a better situation.

VII. THE PROBLEM OF DISCIPLINE

Discipline is a problem which confronts all teachers, especially the beginner. Of the problems reported by beginning teachers, over

50 per cent listed discipline first, making it rank as the number one problem.³⁸

Discipline, often a vexing problem, may be an acute one in the speech classroom, where a relative degree of informality is desirable. Since self-expression is a goal, the degree of self-expression to be allowed is a problem in itself.

Not only does speech differ from other subjects in self-expression, but the speech classes differ among themselves in the severity of the discipline problems which arise, because of the individual students involved. To use a personal example, the writer has three classes of speech which are as different as night, day, and twilight. One class is composed mostly of upperclassmen. This class wants to work. Students are very attentive, will try everything suggested and even ask for more instruction if they are not sure about a certain point. This approaches the ideal speech class. Nothing goes wrong in a class of this kind; there are no discipline problems; everyone is in this class to learn.

Another speech class is made up entirely of freshmen. This class is a problem. Most of the pupils took speech because they thought it would be easy. They are not interested in learning, and they especially are not interested in learning about speech. This class could be a discipline problem. However, by using different methods of keeping their attention and keeping them busy, no problem of this sort exists. Solutions for this type of class will be discussed later.

³⁸Upstattd, op. cit., p. 5.

The third class is speech is Speech II. This class is made up of pupils who have taken Speech I with an "A" or "B" overage. This could be considered, and is, an advanced class. These students wish to learn, but they also want to "do." They feel they have the hard part out of the way; they are through taking notes and listening and want to perform. This is a problem in itself. While someone is performing, the rest must listen. Listening to fellow students can be as tiresome to an active student as listening to the teacher; therefore, another possible discipline problem results. How can all of these problems or possible problems be handled? This question will be answered generally rather than specifically.

Possible Solutions. One of the best ways to achieve and to maintain discipline is to avoid letting the problem get started in the first place. Preventing the development of a problem means never letting the pupils get started in the wrong direction. A student is like a little child in many ways. He will try out the teacher and go just as far as he can. And also like a little child, he will respect discipline. If, when first meeting a class, the teacher is alert to detect the first student move that threatens trouble, and then uses the most quiet and pertinent means of prevention, he will not have to employ more drastic means later. Consistent vigilance the first few days of a class will progressively lighten the continued effort.

An attitude of caution should be taken toward establishing strict control in the classroom. A strict beginning should not be confused with an ostentatious ordering of people's lives. It is far better to gain control of the class unobtrusively, while promoting a

friendly atmosphere which will prevent matters from getting out of hand in a crisis. The important point to remember is that while it is possible for the beginning teacher to ease up on discipline, it is next to impossible to increase the severity of one's rule without inviting disaster. In general, however, the level of discipline should be kept consistent and adequate throughout the year.

To minimize discipline problems, whether individual or group, whether in the classroom, study hall, or any other place, the pupils should be kept interested, busy, and motivated. Lack of interest is one of the chief causes of discipline problems. To understand a subject, pupils must first be interested in what is being taught. They should understand the importance of the course to them; they should see how the subject fits in with their everyday lives, how it applies to them directly. They must be able to understand what is being taught; so the subject must be taught on their level. The brightest student and the dullest student must be taken into consideration. The class must be interesting to everyone in it. Everyone should be kept busy and motivated. To keep students interested, busy, and motivated the teacher must be sufficiently prepared in advance. He should know, understand, and like what he is doing. Nothing can be made to seem pleasant and interesting if the teacher is not interested.

Some teachers create their own discipline problems by trying to become too popular. Too many teachers want to be friends with all students and will not step on any toes. One teacher sent a pupil to the office, and after he came back asked the student if he were angry. Such an instance of comaraderie does not encourage good discipline.

It is also true that students respect a teacher who administers discipline fairly. If he treats all pupils the same, and as mentioned earlier, is consistent from the beginning, he will save himself much trouble. A main point to be remembered is never to make threats, and especially never make empty disciplinary "promises." If a student is told he will be sent to the office the next time he whispers, be sure to send him. Nothing will lose respect for a teacher faster than empty "promises."

When asking questions such as, "When should the line be drawn between talking and visiting?" "How is it possible to tell when visiting is about lessons?" an experienced disciplinarian, unless the pupils are too boisterous, can afford to give them the benefit of the doubt without letting them take advantage of him. Here again the type of class makes a difference. In the two speech classes referred to before, where the pupils want to learn, much more informality is permitted than in the class where there are only exuberant freshmen.

There are usually no group discipline problems. Most of the time problems are caused by one or two individuals. Sometimes it is the teacher who causes his own discipline problems. The group should not be suppressed because of one or two persons. Neither should the teacher send the instigators to the principal unless absolutely necessary. When individual pupils, or the whole group, get out of hand, it is time for the teacher to see the principal, but he should see the principal for himself, because there is something wrong either in the teacher or in his methods.

It should be kept in mind that interested, busy, well-motivated,

and contented students do not usually cause major discipline problems. If a student is a discipline problem, he should be studied, questioned, and helped, because he has a problem of his own. We should remember, there are not many bad students, just misunderstood ones.

VIII. SUMMARY

The problems herein discussed are problems which every successful speech teacher must meet with some type of solution.

No problem holds greater potentiality in its possible solution than that of recognition of speech. This is evident in the fact that the problem ranges from non-existence of speech and its allied activities, through unimportance, through lack of departmentalization, to rate of growth.

The history of speech in Illinois indicates that from 1900 to the present, speech has made great advancements. But from any point of view, these advances fall far short of the goals any speech teacher has for the field. Few high schools offer speech as a subject in itself but combine it with English or dispose of this valuable curricular subject by allowing it to battle on its own with various extracurricular activities. In this way, the benefits of speech training often bypass the individuals who are most greatly in need of it, for they tend to refrain from entering into an extra-curricular activity in which their skills are greatly deficient. Thus, speech training as an extracurricular activity is most often taken advantage of by the students who already excell and least need the program.

It is statistically substantiated that few high schools offer enough speech work for a full-time speech teacher. One prepared to

teach speech usually has more classes of some other subject. Thus, there is a dearth of opportunities for teaching straight speech. The lack of teaching positions is not a result of the relative newness of the speech field, but of the non-recognition of the importance of speech in the high school program, despite the fact that a course or two in speech may be offered.

As a result, few college students are willing to train as speech teachers when they realize the risks involved in finding a position of teaching speech alone. There are many speech minors hired to teach speech in high schools where only one or two courses of speech are taught, because of the need of majors in other fields.

Every speech class warrants a well-trained speech teacher and one who is primarily interested in speech. Too often a teacher only partially qualified and lacking interest in speech itself, but finding willingness to teach a class of speech a convenience in securing a position, is found in the small-school classroom. Such a situation does not allow speech to sell itself and frequently exhausts any interest in speech among students and administrators.

The various ways of preparing potential speech teachers for the classroom have been discussed. Value of methods, courses, orientation of the prospective teacher with the many duties outside the classroom that are expected of him, contests, events, and general school policies has been pointed out. If a real teaching situation is presented to the teacher when he is training, he will have less difficulty in adjusting to early teaching situations and be less apt to become discouraged in his actual teaching experiences. Idealization is fre-

quently over emphasized, and is a severe handicap to the speech teacher as well as to students of any field in teacher training. Such are elements to be taken into consideration by college teachers, advisors, and high school administrators, for the practice teacher of today is the speech teacher of tomorrow. Student teachers need actually to teach and not merely to be kept occupied with the unskilled and incidental duties of an assistant. Speech student teachers need to experience the production of plays, debates, contests, anything that will be a part of their duties as teachers.

The screening of teachers was directed to both the type which qualifies the critic and the high school teacher entering the profession for the first time. Keeping standards high for critics makes it possible for potential high school teachers to have the best possible practice teacher experience and in turn indirectly benefits the speech field. Likewise, selective hiring of the high school teacher will insure a speech curriculum which will be well presented and will hold the capacity to sell itself, for a well taught speech class needs no promoting from the teacher.

The speech teacher needs experience in his own field. He should have considerable talent, a broad knowledge of his field, a well-rounded general educational background, versatile preparation, and be properly motivated in addition to the more general requirements of a good teacher in any field. Many times, stress put upon qualifications during the training period accomplishes a kind of automatic screening. A "misfit" will not long endure imposed rigid standards.

Not to be overlooked in promoting speech recognition is the very

attractive channel of publicized and "winning" events such as debate, contest work, and plays. All have rewards and give the outsider evidence that there is speech being taught and that it does accomplish educational objectives. Through inter-school events, student spirit is also stimulated, not to mention increased interest among the administrators. In this way, the results of speech actually have an opportunity to speak for themselves before many people. But behind the scenes, the competency of the speech teacher is largely responsible.

Every speech teacher is aware of the constant dependence upon allotted speech activity funds. Speech groups can sponsor various money-making projects. Best, of course, is presentation of speech activities or an evening's entertainment such as a series of one-act plays, variety shows, stunt shows, amateur nights, or talent contests. At various times it is, perhaps, possible for the students themselves to supplement the allotted speech activities fund.

Time is perhaps more valuable to the speech teacher than to any other teacher. Speech teachers need the same amount of time as do other teachers to prepare lesson plans, give grades and tests, to lecture, to examine, and to evaluate the student's work. But in addition, they devote many hours to practice work with individual speeches, to debate practices and to interschool debate contests, dramatics, and individual speech contest work. Here it must be remembered that in the small school these demands are frequently not put upon a speech teacher, but upon an English teacher who has a speech class. The possibility that a new teacher will accept more

than he can handle is lessened with good teacher training and self-evaluation of his work, effort, and capabilities.

The teaching field is viewed with respect. It is no less the obligation of the speech teacher than any other teacher to do everything possible to maintain and increase that regard. The teacher must be ready to cooperate with other faculty, administrators, and parents. Care should be taken to treat all students alike. It is up to the teacher to see that he does nothing or says nothing to bring disrespect upon him as an individual teacher, or on the teaching profession as a whole.

There are various places, such as the Illinois Speech Association from which a speech teacher may receive suggestions concerning textbook selection. Most important is that a teacher find the textbook that is best adapted to his way of teaching. Equipment is important in the speech classroom, particularly if dramatics is included. The speech teacher needs to have experience with tape recorders, phonographs, and microphones. He must understand buying such items as well as their maintenance and operation. Again money is often limited. Often good preparation and teaching does, in some ways, compensate for inadequate facilities. The converse statement is never true!

When discipline is a major problem of 50 per cent of new teachers, it certainly must be considered as most important. The problem is understandable, inasmuch as a relative degree of informality is expected in the speech classroom where self-expression is the goal. The teacher needs to be alert to detect the first student move that threatens trouble. Often standards of required discipline set the

first few days of class determine the continued effect throughout the year. Here, the idealized classroom situation offered to many practice teachers holds no experiences upon which they, as new teachers, can draw as resource for a solution when they meet complex discipline problems as new teachers. A class in which the students are kept interested, alert, and learning something which they know can become profitable almost insures alleviation of discipline problems. Above all, discipline, when administered, must be apportioned fairly. The idea that a good teacher is a popular teacher must be quickly corrected, however the inverse is more often than not very true. Discipline problems created by the teacher himself are inexcusable. On the other hand, discipline problems in students are expected to be dealt with competently and wisely even by the beginning teacher who is well prepared.

Even though the speech department is a fairly new one to the teaching profession, it has advanced in the last fifty years. To maintain this progress and to stimulate the people who hold the greatest potentialities for entering the speech field, the present teachers of speech must uphold their goals and ideals.

The prospective teacher must learn vicariously the virtues and rewards of good speech training and teaching until such time as he can know them from his own experience. He must realize that such satisfaction comes as a result of his competently meeting the responsibilities of a good speech teacher in presenting material, creating interest, and maintaining a challenge to the student, all of which will increase appeal, broaden application, and raise educational standards

of speech.

In short, the future of speech education lies with the future teachers. Competent training, orientation, and acquaintance with what is to be expected of them is necessary. How we train these new people will determine how we carry on our profession. In an effort to make the quest for better speech education more rewarding, this paper has dealt with the various problems confronting speech teachers.

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